



State of New Jersey

2014-15

23-4090-050

OVERVIEW

MIDDLESEX

PERTH AMBOY CITY

GRADE SPAN 09-12

PERTH AMBOY HIGH SCHOOL

EAGLE AVE & FRANCIS ST

PERTH AMBOY, NJ 08861

The New Jersey Department of Education (NJDOE) is pleased to present these annual reports of School Performance. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers.

In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other peer schools that are educating similar students, against statewide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in deep, lengthy conversations about the full range of the data presented. As educators know well, measuring school performance is both an art and a science. While the School Performance Report brings attention to important student outcomes, NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills like time management and perseverance; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure and collect well.

To learn more about New Jersey's school accountability system, please visit: <http://www.nj.gov/education/educators/>.

DEMOGRAPHIC INFORMATION

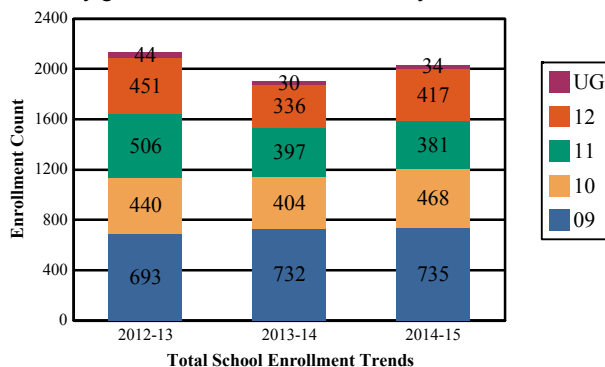
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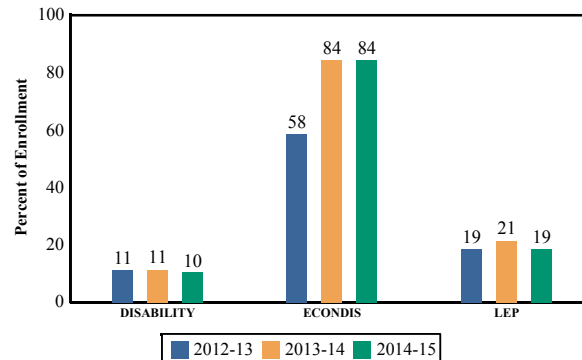
Enrollment by Grade

This graph presents the count of students who were 'on roll' by grade in October of each school year.



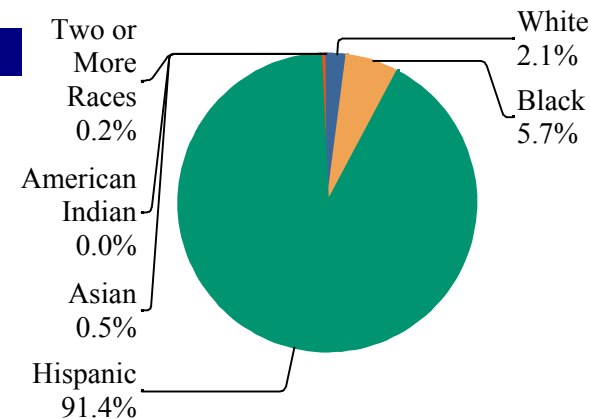
Enrollment Trends by Program Participation

This graph presents the percentages of students by program participation who were 'on roll' in October of each school year.



Enrollment by Ethnic/Racial Subgroup

This graph presents the percentages of enrollment for each subgroup defined by the No Child Left Behind Act of 2001.

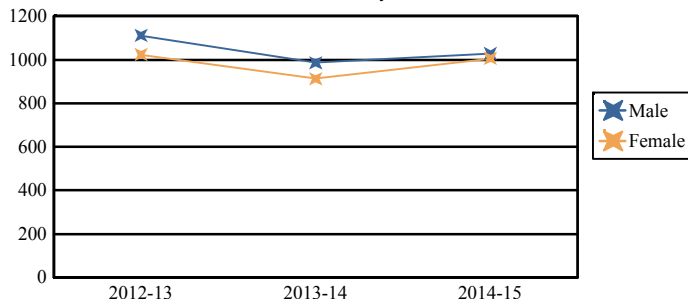


Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

Total School Enrollment	
2012-13	2,134
2013-14	1,899
2014-15	2,034

Enrollment by Gender

This graph presents the count of students by gender who were 'on roll' in October of each school year.



	Male	Female
2012-13	1,111	1,023
2013-14	986	913
2014-15	1,028	1,006

Current Year Enrollment by Program Participation

2014-15	Count of Students	% of Enrollment
Students with Disability	210	10%
Economically Disadvantaged Students	1,715	84.3%
English Language Learners	380	18.7%

Language Diversity

This table presents the percentage of students who primarily speak each language in their home.

2014-15	Percent
English	55.7%
Spanish	43.6%
Chinese	0.2%
Ukrainian	0.2%
Arabic	0.1%
Vietnamese	0.1%
Other	0.3%

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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L), Mathematics and Biology as demonstrated in 2014-2015 *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments and the End-of-Course Biology assessment. The below chart consist of three columns with measures. The first column - Schoolwide Performance - below includes the percentage of students who met or exceeded expectations in ELA/L or Math. The middle column - Peer School Percentile - indicates how the school's outcomes compare to its group of peer schools. The last column - Statewide Percentile - indicates how the school's outcomes compare to schools across the state in ELA/L.

Academic Achievement	Schoolwide Performance	Peer Percentile	State Percentile
HS English Language Arts/Literacy Met or Exceeded Expectation	12%	32	8
Math Met or Exceeded Expectation	7%		

ESEA Waiver - English Language Arts/Literacy

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	859	12.2%	95%	85.5%	NO
White	-	-	--	--	--
African American	45	13.3%	95%	76.8%	NO
Hispanic	790	11.3%	95%	86%	NO
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	709	12.5%	95%	87%	NO

YES* = Met Participation Rate (Participation Averaging applied)

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

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ESEA Waiver - Math

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	-	-	--	--	--
White	-	-	--	--	--
African American	-	-	--	--	--
Hispanic	-	-	--	--	--
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	-	-	--	--	--

YES* = Met Participation Rate (Participation Averaging applied)

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

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Proficiency Outcomes - Biology

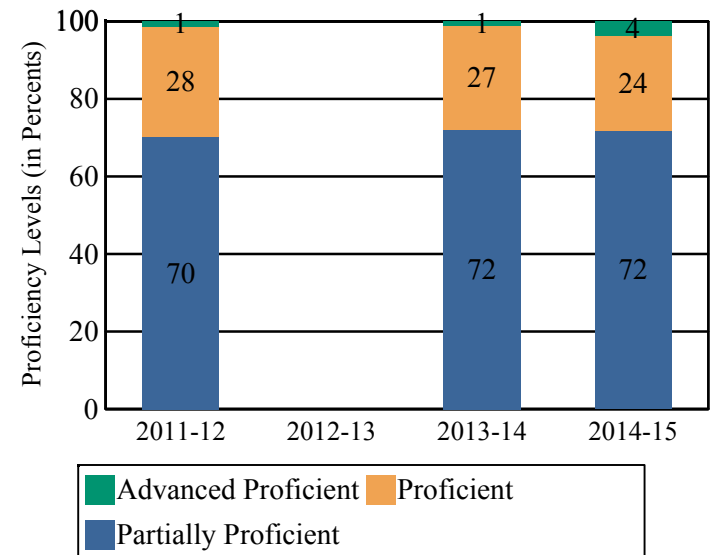
This table presents the percentage of students who scored in the Advanced Proficient, Proficient and Partially Proficient categories of the New Jersey Biology Competency Test (NJBCT) in the latest school year.

Subgroups	Advanced	Proficient	Partially Proficient
Schoolwide	4%	24%	72%
White	-	-	-
African American	-	-	-
Hispanic	3%	26%	71%
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	-	-	-
English Language Learners	-	-	-
Economically Disadvantaged Students	3%	22%	75%

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

Proficiency Trends - Biology

This graph presents the percentage of students who scored in the Advanced Proficient, Proficient, and Partially Proficient categories of the Biology Competency Test over the last four years.



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PARCC Performance Level

The PARCC assesses how well students have learned grade-level material in English Language Arts/Literacy (ELA/L) and Math. The tests include questions that measure students' fundamental skills and knowledge, and require them to think critically, solve problems and support or explain their answers.

The PARCC reports students' overall scale scores that range from 650 to 850. To determine whether students have met academic expectations for their grade level/course in ELA/L and Math, students' overall scale scores are categorized into five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

Five Performance Levels				
Level 1: Did Not Yet Meet Expectations <i>(Min. 650)</i>	Level 2: Partially Met Expectations	Level 3: Approached Expectations	Level 4: Met Expectations	Level 5: Exceeded Expectations <i>(Max. 850)</i>

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PARCC ELA Performance Distribution - Grade - 09

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	544	707	739	49%	23%	15%	11%	2%	13%	41%
White	-	-	746	-	-	-	-	-	-	47%
African American	31	709	723	39%	32%	19%	10%	0%	10%	23%
Hispanic	497	706	725	51%	23%	15%	10%	1%	12%	26%
American Indian	-	-	732	-	-	-	-	-	-	33%
Asian	-	-	765	-	-	-	-	-	-	68%
Two or More Races	-	-	731	-	-	-	-	-	-	36%
Students with Disability	-	-	706	-	-	-	-	-	-	9%
English Language Learners	-	-	693	-	-	-	-	-	-	5%
Economically Disadvantaged Students	467	706	724	49%	25%	14%	12%	1%	13%	24%

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PARCC ELA Performance Distribution - Grade - 10

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	309	698	735	60%	17%	13%	8%	2%	10%	38%
White	-	-	741	-	-	-	-	-	-	43%
African American	13	704	717	46%	15%	23%	8%	8%	15%	22%
Hispanic	288	697	720	61%	16%	13%	8%	1%	10%	24%
American Indian	-	-	725	-	-	-	-	-	-	27%
Asian	-	-	763	-	-	-	-	-	-	62%
Two or More Races	-	-	729	-	-	-	-	-	-	34%
Students with Disability	-	-	698	-	-	-	-	-	-	8%
English Language Learners	-	-	685	-	-	-	-	-	-	4%
Economically Disadvantaged Students	237	699	718	59%	16%	14%	9%	2%	11%	23%

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PARCC ELA Performance Distribution - Grade - 11

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 - Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	228	706	741	50%	18%	18%	13%	1%	14%	42%
White	-	-	745	-	-	-	-	-	-	46%
African American	-	-	727	-	-	-	-	-	-	27%
Hispanic	217	706	731	51%	18%	18%	12%	1%	13%	31%
American Indian	-	-	745	-	-	-	-	-	-	38%
Asian	-	-	765	-	-	-	-	-	-	64%
Two or More Races	-	-	738	-	-	-	-	-	-	38%
Students with Disability	31	686	712	61%	16%	10%	13%	0%	13%	16%
English Language Learners	-	-	703	-	-	-	-	-	-	6%
Economically Disadvantaged Students	174	705	730	52%	17%	17%	13%	1%	13%	30%

Advanced Placement/International Baccalaureate English Performance Distribution

This graph presents the percentage of students in this school scoring in each performance level of the AP/IB English assessment. Students who score AP ≥ 3 or score IB ≥ 4 may earn college credit. Shown below the graph is a table that presents the percentage of students who achieved a score that could potentially earn college credit and the average score earned in the school.



Subject	Valid Scores	% Eligible for College Credit	Average Score Earned in the School	Average Score Earned in the State
AP ENG LANG	-	-	-	3.36

- Data is suppressed to protect the confidentiality of the students.

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PARCC ALGEBRA I - Performance Distribution

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 - Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	-	-	740	-	-	-	-	-	-	40%
White	-	-	746	-	-	-	-	-	-	47%
African American	-	-	722	-	-	-	-	-	-	20%
Hispanic	-	-	725	-	-	-	-	-	-	21%
American Indian	-	-	733	-	-	-	-	-	-	35%
Asian	-	-	769	-	-	-	-	-	-	73%
Two or More Races	-	-	734	-	-	-	-	-	-	35%
Students with Disability	-	-	710	-	-	-	-	-	-	8%
English Language Learners	-	-	710	-	-	-	-	-	-	7%
Economically Disadvantaged Students	-	-	725	-	-	-	-	-	-	21%

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PARCC GEOMETRY - Performance Distribution

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 - Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	-	-	728	-	-	-	-	-	-	21%
White	-	-	731	-	-	-	-	-	-	24%
African American	-	-	716	-	-	-	-	-	-	7%
Hispanic	-	-	718	-	-	-	-	-	-	8%
American Indian	-	-	722	-	-	-	-	-	-	12%
Asian	-	-	751	-	-	-	-	-	-	54%
Two or More Races	-	-	724	-	-	-	-	-	-	20%
Students with Disability	-	-	709	-	-	-	-	-	-	4%
English Language Learners	-	-	710	-	-	-	-	-	-	6%
Economically Disadvantaged Students	-	-	718	-	-	-	-	-	-	8%

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PARCC ALGEBRA II - Performance Distribution

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 - Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	242	698	721	57%	23%	9%	10%	0%	10%	24%
White	-	-	725	-	-	-	-	-	-	27%
African American	-	-	701	-	-	-	-	-	-	8%
Hispanic	-	-	706	-	-	-	-	-	-	10%
American Indian	-	-	720	-	-	-	-	-	-	23%
Asian	-	-	751	-	-	-	-	-	-	53%
Two or More Races	-	-	716	-	-	-	-	-	-	21%
Students with Disability	-	-	691	-	-	-	-	-	-	4%
English Language Learners	-	-	694	-	-	-	-	-	-	6%
Economically Disadvantaged Students	189	697	705	60%	22%	8%	10%	0%	10%	9%

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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are taking college entrance exams and challenging themselves with rigorous course work. The table below presents five such indicators: the percentage of students enrolled in the 12th grade who took the SAT or ACT, the percentage of 10th and 11th graders who took the PSAT, the percentage of students who scored above the SAT benchmark of 1550, the percentage of 11th and 12th graders who took at least one AP or IB test in English, math, social studies or science, and the percentage of those AP or IB tests that were scored a 3 or higher.

The below chart consist of five columns with measures. The first column - Schoolwide Performance - represents the outcomes for these particular indicators in the school. The second column - Peer School Percentile - indicates how the school's performance compares to its group of peer schools. The third column - Statewide Percentile - indicates how the school's performance compares to schools across the state. The fourth column - Statewide Target - provides the statewide targets for each of these indicators. The last column - Met Target? - indicates whether the School Performance met or exceeded the statewide target. The Summary row presents the averages of the peer school percentiles, the average of statewide percentiles and the percentage of statewide targets met.

College and Career Readiness Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Percent of Students Participating in SAT or ACT	67%	32	20	80%	NO
Percent of Students Participating in PSAT or PLAN	48%	27	19	60%	NO
Percent of Students Scoring Above 1550 on SAT	16%	77	24	40%	NO
Percent of Students Taking at least one AP Test or IB Test in English, Math, Social Studies or Science	20%	68	48	35%	NO
Percent of AP Tests ≥ 3 or IB Test ≥ 4 in English, Math, Social Studies or Science	23%	56	23	75%	NO
Summary		52	27		0%

College Readiness Test Participation

The first column of the table below presents the percentage of students enrolled in the 12th grade who took the SAT or ACT and the percentage of students enrolled in 10th and 11th grade who took the PSAT. The second column provides the average across the school's peer group for these two metrics.

2014-15 Percent of Students	School	Peer Avg.	State Avg
Participating in SAT	66.5%	75.8%	79.1%
Participating in ACT	3.8%		25.2%
Participating in PSAT or PLAN	48.0%	77.2%	79.6%
Participating in Dual Enrollment	0.0%		14.9%

AP/IB Participation - 'Unique' Students

The table below presents the proportion of 'unique' students enrolled in at least 11th and 12th grade i.e., each student is counted once regardless of how many AP or IB courses he/she may take. The table also presents the proportion of how many 'unique' students took at least one AP or IB test to the school's enrollment in 11th and 12th grade.

2014-15 Percent of Students Taking	School	Peer Avg.	State Avg.
One or More Course	27.5%	22.4%	36.3%
One or More Test	26.8%	21.4%	30.7%
At least one AP or IB Test in English, Math, Social Studies or Science	20.3%	18.5%	25.3%

Note: Students who are enrolled in AP/IB coursework or take AP/IB tests in grades other than 11th and 12th are included in the numerator of this calculation.

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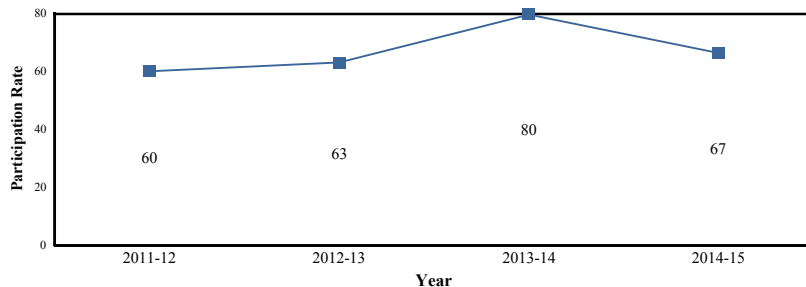
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Participation Trends - SAT Testing

Participation Trends - SAT Testing

This graph presents the participation rate in the SAT over the last four years.



Scholastic Assessment Test (SAT) Results

This table presents the percentage of students who achieved a composite SAT score of 1550 or higher. The SAT benchmark score of 1550 (Critical Reading, Mathematics and Writing Score combined) indicates a 65 percent likelihood of achieving a B- average or higher during the first year of college, which in turn has been found by the College Board's research to be indicative of a high likelihood of college success and completion.

2014-15	School	Peer Avg.	State Avg.
Percent of Students Scoring Above 1550 on SAT	15.9%	12.9%	43.8%

Composite SAT Score

This chart presents the average composite SAT score from the last academic year for students enrolled in this school as well as the average scores achieved in Critical Reading, Mathematics and Writing. The averages from this school's peer group are also presented.

2014-15	School	Peer Avg.	State Avg.
Composite SAT Score	1,263	1,242	1,508
Critical Reading	407	406	496
Mathematics	448	430	518
Writing	408	407	494

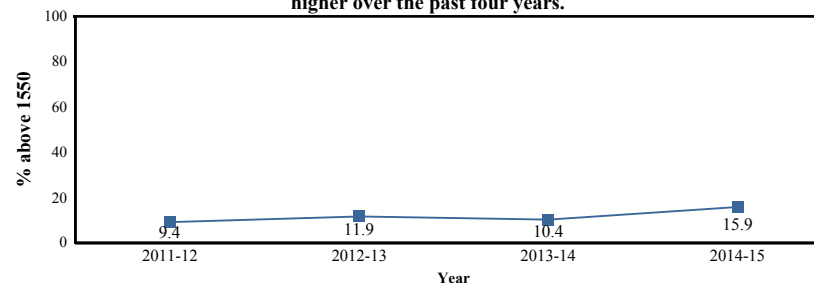
AP /IB Test Results

This table presents the percentage of all AP/IB tests taken by students enrolled in the school that were scored AP ≥ 3 and scored IB ≥ 4 .

2014-15	School	Peer Avg.	State Avg.
Percent of AP Tests ≥ 3 or IB Test ≥ 4	38.8%	27.0%	72.4%
Percent of Scores in AP ≥ 3 or IB ≥ 4 in English, Math, Social Studies or Science	22.8%	21.8%	69.7%

SAT Benchmark Trends

This chart presents the percentage of students who achieved a composite SAT score of 1550 or higher over the past four years.



Composite SAT Score

This chart presents the scores achieved in Critical Reading, Mathematics and Writing by the students at the 25th percentile, the 50th percentile and the 75th percentile of the school's distribution of SAT scores.

2014-15	Critical Reading	Mathematics	Writing
75th Percentile	470	510	470
50th Percentile	400	450	410
25th Percentile	340	380	350

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AP/IB Courses Offered

This table presents the count of students enrolled in each AP/IB course offered in this school in the first column. The second column presents the count of tests taken in each AP/IB course. The numbers may not match as some students do not take the test in the same year as they take the course and some students may take the course without taking the test or vice versa.

AP/IB Course Name	Students Enrolled	Students Tested
AP U.S. History	46	43
AP Spanish Language	39	39
AP Psychology	32	32
AP Calculus BC	26	24
AP Physics B	26	
AP English Literature and Composition	23	22
AP Calculus AB	22	22
AP English Language and Composition	20	19
AP Physics 1	20	48
AP Chemistry	16	14
AP Biology	16	15
AP U.S. Government and Politics	14	14
AP Studio Art/Drawing Portfolio	10	10
AP Music Theory	9	9

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Visual and Performing Arts

The chart below contains the percentage of students who were enrolled in at least one Dance, Drama/Theater, Music or Visual Arts class in this school. The last row shows the percentage of students who were enrolled in any Visual and Performing Arts classes in the school.

Percent of Students Enrolled	School	State
Dance	4.6%	2.1%
Drama/Theater	3.6%	3.8%
Music	8.2%	17.8%
Visual Arts	24.3%	31.7%
Total: All Visual and Performing Arts	36.9%	49.9%

N/R - Data Not Reported

Participation in Career Readiness

The chart below contains percentage of students who were participants in an approved Career and Technical Education Program in this school as well as across the State of New Jersey.

Percent of Students Enrolled	School	State
Participating in CTE	0.5%	18.3%
Structured Learning Experience	16.5%	7.0%

N/R - Data Not Reported

GRADUATION AND POSTSECONDARY

MIDDLESEX

GRADE SPAN 09-12

**PERTH AMBOY HIGH SCHOOL
EAGLE AVE & FRANCIS ST
PERTH AMBOY, NJ 08861**

This section of the performance report presents data about graduation, dropout and post-secondary attendance. The graduation rate is calculated according to the ESEA Cohort methodology as required by the United States Department of Education. Dropout rates are calculated from student-level data submitted by districts for students officially classified as dropouts. The dropout rate is the count of students who dropout in an academic year divided by the school's total enrollment.

The below chart consist of five columns with measures. The first column - Schoolwide Performance - represents the outcomes for these particular indicators in this school. The second column - Peer School Percentile - indicates how the school's performance compares to its group of peer schools. The third column - Statewide Percentile - indicates how the school's performance compares to schools across the state.. The fourth column - Statewide Target - provides the statewide targets for each of these indicators. The Statewide Target for Graduation Rate was established pursuant to NJDOE's ESEA Accountability Workbook. The last column - Met Target - indicates whether the School Performance met or exceeded the statewide target. The Summary row presents the averages of the peer school percentile, the average of statewide percentile and the percentage of statewide targets met.

Graduation & Post Secondary Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Targets	Met Target
Overall Graduation Rate	73%	23	6	78%	NO
Dropout Rate	2.6%	42	11	2%	NO
SUMMARY - Graduation & Post-Secondary		33	9		0%

Graduation Rate by Subgroup

This table presents for all NCLB-identified subgroups the "4-year Adjusted Graduation Rate." This rate calculates the percentage of students who are awarded a regular, high school diploma within four years of becoming a first-time ninth grader. The rate is adjusted to account for students who 'transfer-in' and for students who are verified as 'transfers-out'.

	School	State Target
Schoolwide	73%	78%
White	-	
African American	77%	
Hispanic	72%	
American Indian	-	
Asian	-	
Native Hawaiian	-	
Two or More Races	-	
Students with Disability	73%	
English Language Learners	65%	
Economically Disadvantaged Students	74%	

Dropout Rate by Subgroup

This table presents for all NCLB-identified subgroups the Dropout rate. This rate calculates the percentage of students who are classified as dropouts divided by the school's total enrollment and by each subgroup enrollment.

	School	State Target
Schoolwide	2.6%	2%
White	7%	
African American	.9%	
Hispanic	2.7%	
American Indian	-	
Asian	-	
Native Hawaiian	-	
Two or More Races	-	
Students with Disability	3.7%	
English Language Learners	2.9%	
Economically Disadvantaged Students	1.6%	

GRADUATION AND POSTSECONDARY

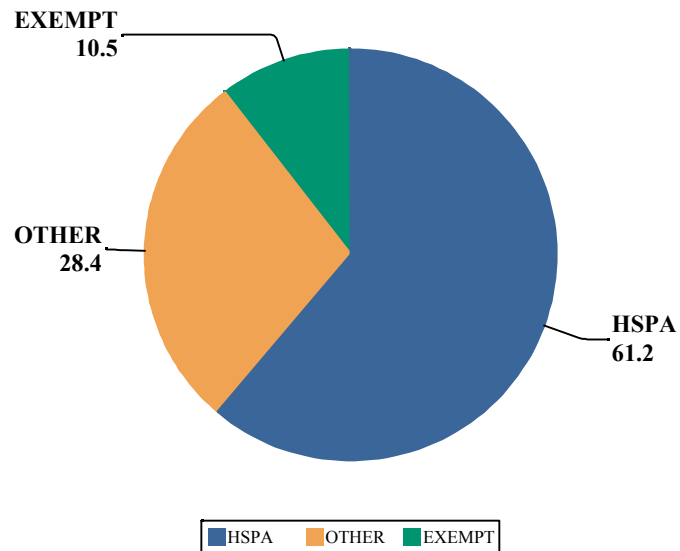
MIDDLESEX
PERTH AMBOY CITY

GRADE SPAN 09-12

23-4090-050
PERTH AMBOY HIGH SCHOOL
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Graduation Pathway Rates

This chart presents the percentage of high school graduates who graduated by passing both sections of the HSPA, who were exempt from passing the HSPA, or who demonstrated proficiency through an alternative pathway such as through the Alternative High School Assessment, achievement of the 'Just Proficient Mean' or an appeal process.



Extended Year Graduation Rate

The chart below presents the 4-year and 5-year graduation rate for the prior school year's cohort in addition to the 4-year graduation rate for last year's cohort.

Class of	4-year Rate	5-year Rate
2012	73%	76%
2013	59%	71%
2014	60%	66%
2015	73%	

GRADUATION AND POSTSECONDARY

MIDDLESEX

PERTH AMBOY CITY

GRADE SPAN 09-12

PERTH AMBOY HIGH SCHOOL

EAGLE AVE & FRANCIS ST

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Postsecondary Enrollment Rates

This chart presents the enrollment rates of this school's high school graduates, 16-months after high school graduation. The data is from the National Student Clearinghouse which reports that it collects student-level enrollment data from 95% of Institutions of Higher Education nationwide.

The last columns indicate, for the schoolwide total and each subgroup, the percentage of postsecondary enrollees that were enrolled in either a 2 year or a 4 year institution.

	Percent Enrolled	Percent in 2 Year	Percent in 4 Year
Statewide	78.5%	34.3%	64.7%
Schoolwide	70%	58.5%	41.5%
White	-	-	-
African American	-	-	-
Hispanic	70%	60.2%	39.8%
Asian	-	-	-
American Indian	-	-	-
Native Hawaiian	-	-	-
Two or More Races	-	-	-
Students with Disability	45%	72.2%	27.8%
English Language Learners	52.8%	60.7%	39.3%
Economically Disadvantaged Students	69.6%	59.6%	40.4%

WITHIN SCHOOL ACHIEVEMENT GAP

MIDDLESEX

PERTH AMBOY CITY

GRADE SPAN 09-12

PERTH AMBOY HIGH SCHOOL

EAGLE AVE & FRANCIS ST

PERTH AMBOY, NJ 08861

This section of the performance report presents data about the achievement gap that exists within a school - as measured by the difference between the students' scale scores at the 25th and 75th percentile in the school, the Interquartile Range (IQR). Taken together with an understanding of the overall and average achievement levels in the school, the IQR furthers an understanding of the range of student outcomes that exist in a school. A school gap smaller than the state gap indicates that the school's range of student outcomes is narrower than the state's while a school gap broader than the state gap indicates that the school's range of student outcomes is larger than the state's.

Grade Level - 09

PARCC English Language Arts/Literacy 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	794	850
75th	726	766
50th	698	739
25th	680	710
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	46	56

PARCC ALG-1 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	N/A	821
75th	N/A	762
50th	N/A	735
25th	N/A	711
0th	N/A	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	N/A	51

WITHIN SCHOOL ACHIEVEMENT GAP

MIDDLESEX

PERTH AMBOY CITY

Grade Level - 10

PARCC English Language Arts/Literacy 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th		
75th		
50th		
25th		
0th		

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap		0

Grade Level - 11

PARCC English Language Arts/Literacy 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	789	850
75th	730	768
50th	697	740
25th	680	711
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	50	57

PERTH AMBOY HIGH SCHOOL

EAGLE AVE & FRANCIS ST

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GRADE SPAN 09-12

PARCC GEO 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	N/A	793
75th	N/A	747
50th	N/A	726
25th	N/A	710
0th	N/A	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	N/A	37

PARCC ALG-2 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	785	813
75th	714	748
50th	693	718
25th	673	692
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	41	56

SCHOOL CLIMATE
MIDDLESEX
PERTH AMBOY CITY

GRADE SPAN 09-12

Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2014-15	7 Hrs. 16 Mins.

Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2014-15	5.7%

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher.

2014-15	School
Full Time	4 Hrs. 30 Mins.
Shared Time	2 Hrs. 15 Mins.

Student Expulsions

This table presents the number of students who were expelled from the school and district during the school year.

	School
2014-15	0

Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2014-15	School
Faculty	10
Administrators	254

SCHOOL PEER GROUP

MIDDLESEX

PERTH AMBOY CITY

GRADE SPAN 09-12

PERTH AMBOY HIGH SCHOOL

EAGLE AVE & FRANCIS ST

PERTH AMBOY, NJ 08861

This table presents the list of peer schools in alphabetical order by county name that was created specifically for this school (highlighted in yellow). Peer schools are drawn from across the state and represent schools that have similar grade configurations and that are educating students of similar demographic characteristics, as measured by enrollment in Free/Reduced Lunch Programs, Limited English Proficiency or Special Education Programs.

<u>COUNTY NAME</u>	<u>DISTRICT NAME</u>	<u>SCHOOL NAME</u>	<u>CDS CODE</u>	<u>GRADES PAN</u>	<u>ECONOMICALLY DISADVANTAGED</u>	<u>ENGLISH LANGUAGE LEARNER</u>	<u>SPECIAL EDUCATION</u>
ATLANTIC	ATLANTIC CITY	ATLANTIC CITY HIGH SCHOOL	01-0110-010	09-12	77.9%	7.2%	16.5%
BERGEN	GARFIELD CITY	GARFIELD HIGH SCHOOL	03-1700-050	09-12	72.9%	3.7%	14.5%
CAMDEN	CAMDEN CITY	WOODROW WILSON HIGH SCHOOL	07-0680-040	09-12	85.8%	20.5%	26.3%
CHARTERS	ACADEMY FOR URBAN LEADERSHIP CS	ACADEMY FOR URBAN LEADERSHIP CHARTER SCHOOL	80-6032-901	09-12	71.2%	0%	0.5%
CHARTERS	PATERSON CS FOR SCI/TECH	PATERSON CHARTER SCHOOL FOR SCIENCE/TECHNOLOGY	80-7503-970	KG-12	79.5%	1.9%	9.5%
CHARTERS	THE BARACK OBAMA GREEN CHARTER HIGH	THE BARACK OBAMA GREEN CHARTER HIGH	80-6033-902	09-12	76.8%	11.6%	6.9%
ESSEX	CITY OF ORANGE TWP	ORANGE HIGH SCHOOL	13-3880-050	09-12	75.3%	11%	20.5%
ESSEX	EAST ORANGE	CICELY L. TYSON COMMUNITY MIDDLE/HIGH SCHOOL	13-1210-150	06-12	73%	0.3%	14%
ESSEX	EAST ORANGE	EAST ORANGE CAMPUS HIGH SCHOOL	13-1210-035	09-12	72%	7.4%	21.9%
ESSEX	EAST ORANGE	EAST ORANGE STEM ACADEMY HIGH SCHOOL	13-1210-030	06-12	77.4%	0.9%	2.6%
ESSEX	NEWARK CITY	ARTS HIGH SCHOOL	13-3570-010	07-12	73.1%	0%	7.9%
ESSEX	NEWARK CITY	BARD EARLY COLLEGE HIGH SCHOOL	13-3570-304	09-12	74%	0%	8%
ESSEX	NEWARK CITY	BARRINGER ARTS HIGH SCHOOL	13-3570-020	09-12	77.1%	16.4%	27%
ESSEX	NEWARK CITY	SCIENCE PARK HIGH SCHOOL	13-3570-055	07-12	74.1%	0.1%	4%
ESSEX	NEWARK CITY	UNIVERSITY HIGH SCHOOL	13-3570-057	07-12	77.7%	0.5%	8.6%
HUDSON	JERSEY CITY	INFINITY INSTITUTE	17-2390-002	06-12	77.4%	2.3%	1.5%
HUDSON	JERSEY CITY	WILLIAM L DICKINSON HIGH SCHOOL	17-2390-080	09-12	77.2%	16.8%	15.6%
HUDSON	NORTH BERGEN TWP	NORTH BERGEN HIGH SCHOOL	17-3610-050	09-12	72.5%	8.7%	14.4%
HUDSON	WEST NEW YORK TOWN	MEMORIAL HIGH SCHOOL	17-5670-050	09-12	74.2%	12.8%	16.8%
MIDDLESEX	PERTH AMBOY CITY	PERTH AMBOY HIGH SCHOOL	23-4090-050	09-12	84.3%	18.7%	9.9%
MONMOUTH	ASBURY PARK CITY	ASBURY PARK HIGH SCHOOL	25-0100-010	09-12	82.2%	18.2%	15.7%
MONMOUTH	KEANSBURG BORO	KEANSBURG HIGH SCHOOL	25-2400-010	09-12	74.1%	1.1%	18.4%

SCHOOL PEER GROUP

MIDDLESEX

PERTH AMBOY CITY

GRADE SPAN 09-12

PERTH AMBOY HIGH SCHOOL
EAGLE AVE & FRANCIS ST
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MONMOUTH	LONG BRANCH CITY	LONG BRANCH HIGH SCHOOL	25-2770-050	09-12	74.6%	6.5%	10.6%
PASSAIC	PASSAIC CO MANCHESTER REG	PASSAIC COUNTY-MANCHESTER REGIONAL HIGH SCHOOL	31-3980-010	09-12	78.5%	3%	15.4%
PASSAIC	PATERSON CITY	SCHOOL OF BUISINESS TECHNOLOGY	31-4010-306	09-12	83%	16%	19.6%
PASSAIC	PATERSON CITY	SCHOOL OF CULINARY ARTS HOSPITALITY AND TOURISM	31-4010-002	09-12	81.4%	15.4%	19%
PASSAIC	PATERSON CITY	SCHOOL OF EDUCATION AND TRAINING	31-4010-305	09-12	82.7%	15.5%	12.3%
SALEM	SALEM CITY	SALEM HIGH SCHOOL	33-4630-050	09-12	73.5%	0.3%	18%
UNION	ELIZABETH CITY	ADMIRAL WILLIAM F. HALSEY JR. LEADERSHIP ACADEMY	39-1320-402	09-12	83.3%	15.1%	9.3%
UNION	ELIZABETH CITY	ELIZABETH HIGH SCHOOL	39-1320-025	09-12	71.6%	0.4%	0.7%
UNION	PLAINFIELD CITY	BARACK OBAMA ACADEMY FOR ACADEMIC & CIVIC DEVELOPMENT	39-4160-051	09-12	81.5%	15.6%	1.5%